

Adult Learning Theory

ROCKETT, DIANE

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To: VERSLUIS, MARK

Cc: MILLER, DAWN

Hi Mark,

Here are some of the fundamentals of adult learning theory—let me know if you need anything else at all. Happy to help in any way I can.

Diane

Adult Learning Theory

- Adult learners need direct, concrete experiences in which they apply the learning in real work
- Adults have need to know why they are learning something
- Adults enter into a learning experience with a problem-centered approach to learning
- Adults are motivated to learn by both extrinsic and intrinsic motivators
- Injecting adult learning theory reduces trainees' anxiety which will enhance their learning experience
- Adults need to receive feedback on how they are doing and the results of their efforts. Opportunities must be built into learning activities that allow the learner to practice the learning and receive structured, helpful feedback.
- Adults need to participate in small-group activities during the learning to move them beyond understanding to application, analysis, synthesis, and evaluation. Small-group activities provide an opportunity to share, reflect, and generalize their learning experiences.
- Transfer of learning for adults is not automatic and must be facilitated. Coaching and other kinds of follow-up support are needed to help adult learners transfer learning into daily practice so that it is sustained
- Adults believe they learn from experience
- Adults have a need to share those experiences
- Adults learn best when they link the current training experience to past work and training experiences
- Components of effective learning: Talk through the skill; watch the skill being done; practice the skill